

A D D R E S S

ON THE

M E A N S O F P R O M O T I N G

C O M M O N S C H O O L E D U C A T I O N :

DELIVERED IN THE HALL OF THE HOUSE OF REPRESENTATIVES, AT
INDIANAPOLIS, ON THE EVENING OF DEC. 30, 1851.

BY DANIEL READ,
Professor in the State University.

PUBLISHED BY THE HOUSE OF REPRESENTATIVES.

INDIANAPOLIS:
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CORRESPONDENCE.

WHEREAS, in the opinion of this House the subject of education is at this time one of peculiar interest to the people of Indiana; and

WHEREAS, the address delivered by Prof. Read, of the State University, on the 30th ult., before the members of the General Assembly and other citizens, contains in a condensed form a large amount of valuable information touching the organization of a common school system and the best mode of conducting the same, and other facilities for the diffusion of intelligence amongst the youth of the State; therefore,

Resolved, That the Speaker of this House be requested to solicit of Prof. READ a copy of said address for publication, and that one thousand copies thereof be printed for the use of the members of this House, for circulation throughout the State.

HOUSE OF REPRESENTATIVES, }
INDIANAPOLIS, January 1, 1852. }

Professor Read, Indiana University:

SIR:—It gives me pleasure to present to you the enclosed resolution, *unanimously* adopted by the House of Representatives, and permit me to express the hope that you will, at your earliest convenience, furnish a copy of your able and interesting address for publication, as desired by the House of Representatives.

I have the honor to be, very respectfully, your obedient servant,

JNO. W. DAVIS, *Speaker of the House of Representatives.*

INDIANAPOLIS, January 1, 1852.

Hon. John W. Davis. Speaker of the House of Representatives:

SIR:—In compliance with the request made through the resolution of the House of Representatives, communicated to me under cover of your polite note of this morning, I have the honor to place at the disposal of the House a copy of the address delivered by me, on the occasion therein referred to.

The address was designed as an humble contribution to the great cause of common school-education; and to the intense interest felt on this subject, more than to the merits of the production itself, I doubt not is to be attributed such favor as it received.

I beg, through you, to tender to the House of Representatives my grateful acknowledgments for the flattering request of that body; and to yourself my thanks for the terms in which you have been pleased to express to me that request.

I am, very respectfully, your obedient servant,

DANIEL READ.

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A D D R E S S .

LADIES, GENTLEMEN,—MEMBERS OF THE LEGISLATURE:

The subject upon which I propose this evening to address you, is one of the most momentous which can occupy our attention, as citizens of Indiana. Upon it more than upon any other—I think I do not use too strong language when I say, more than upon all other subjects, depends our permanent welfare as a people, our happiness at home, our respectability abroad, our own self-respect, all that is most valuable and sacred to men, and especially to free men.

It is not, what are to be our railroads, how many we are to have, or in what direction they are to run. It is not, what is to be our banking system,—whether of one kind or another, or what the restrictions upon it. It is not, what is to be our system of jurisprudence, or how far to be founded upon the common law and how far upon the civil. It is a subject far above any of these, and which concerns us, as citizens, far more. It is no less than what kind of a people we are to have to make up the State of Indiana. Those to whom we are to transmit this fair portion of the earth which God has given us, those who are to enjoy these magnificent works which we are constructing,—what shall they be? What shall our State be? And here, let it be remembered that the people of Indiana are the State of Indiana. Material resources, soil, physical improvements, however grand and imposing, are not the State. These are but the instruments, the furniture, the conveniences of the dwelling-place, indicating, it is true, something of the inhabitants within; but

the inhabitants themselves are objects of interest infinitely above their possessions. The people are the State; nothing else is the State.

The education of the people—of the whole people,—the training of our children, under a wise and judicious and well-adapted common school system, the adopting and carrying out such system, is a subject which, at this time, presses home upon our bosoms and attention, above and beyond all other subjects. Here, emphatically, is the great work of the day,—a work beyond compare, greater than that long line of canal stretching from the Ohio river to the great Lakes, a longer continuous line of canal, as we boast it to be, than any other in the world—a nobler work than all the railroads of the State, some traversing the whole length of the State from south to north, others again crossing it, and others diverging from the Capital as a centre. We feel proud, as a people, in thinking of these grand structures. The blood in our veins flows more rapidly when, as we go into other States, we hear the admiration which is expressed at what Indiana is doing and has done. But if, as a people, we are to be what we ought to be, this work—the work of educating all the children of the State—is transcendently greater, even, than all these, while it interferes not in the least with any of them, but rather promotes them all.

Some one has expressed the thought, that if, at the great exhibition at London which has just closed, we should, as our contribution, have sent one of our American model school houses, with the school apparatus and the district school library, we should have presented to the world the true representative of the American idea. We should best have shown how we make men; how we make men who know how to govern themselves. We should best have unfolded the mystery of American popular government, and the germ of that power and enterprise which are so peculiarly American. Such an exhibition would have been worth all else that was sent, as representing us truly in the World's great Fair.

The work which is now before us, here in Indiana, is just to plant the best model of an American school house, with its apparatus and library, in every school district in Indiana. That is the exhibition which we must make preparation to show to our own people, and to the world.

By the Constitution, which has been adopted by such an over-

whelming majority, and which is now the fundamental law of this Commonwealth, it is made the duty of the Legislature to provide by law for a general and uniform system of common schools, wherein tuition shall be without charge and equally open to all. The question of free schools is no longer a question in Indiana. It is no longer a question who is to provide for the education of the people of the State. This work is not left to individuals, or to voluntary associations, or to ecclesiastical bodies. The State itself undertakes a general and uniform system of education for all her sons and daughters. The property of the State is, by the Constitution itself, charged with the education of the people of the State. It is the sworn duty of the Legislature to carry out this great provision of the Constitution. The constitutional injunction is direct, positive, immediate, and coming with the authority and sanction of an immense majority of the people.

I need not defend the stand which Indiana has taken upon this subject. Lamartine, it is, who has said, the cross and the press are the instruments of the two greatest movements ever made in behalf of human nature. To these he should have added another agent which lies at the basis of modern democratic civilization, and that is, the common school. Without this last agent co-operating with the others, a government resting upon the whole people cannot continue to exist. The provision of the Indiana constitution is, then, simply a measure of self defence and self protection; and to be justified upon the same principle that armies or navies, or fortifications, or penitentiaries, or lunatic asylums are provided, or a police system maintained.

The first and paramount duty of every organized community, as it is of individuals, is self preservation. For this, England has surrounded herself with wooden ramparts, at a cost of millions upon millions. For this, the governments of Continental Europe support their standing armies and vast military preparations; every capital bristling with bayonets, every rampart frowning with cannon; a system of public defense consuming the labor of two days of each week to every man of the whole population. But education is, as Edmund Burke has well said, cheap national defense; but true only as applied to nations governed by the popular will. It is, in fact, their only defense; a defense alike from external foes, but still more from those dangers, whether moral or political, by them far

more to be dreaded—those arising from within. Nor this only; it is cheap national police, best preserving the peace and good order of society, and preventing crime and outbreaks.

The danger to the American people this moment, and the only real danger, is in the fact that the number of voters who cannot write the vote which they deposit in the ballot box, or read it when written or printed, has, in years past, and during the past ten years, increased upon the ratio of the whole population instead of being diminished. Here is the danger, far more than in South Carolina nullification. But the efforts everywhere in our country now in progress, in the States east and in the States west, in the slave holding States and in the non-slave holding States, to improve and extend a system of popular education,—here is our hope. Universal education is more and more becoming the great American topic. The school house—the people's college—is everywhere awakening new interest. Its architecture, its site, its internal arrangement, its apparatus, its furniture, and the living teaching within, are becoming every year objects of higher and more general interest. Here only, under God, is my hope of the permanency and glory of this great people.

The ancient writers wrote and speculated much about education; but it was an education denied to four-fifths of the people, who, being barbarians, were, even according to the acute Aristotle, born to be slaves; and, as such, denied all rights, civil and spiritual. The education of our Constitution is open and free equally to all. Indiana will not even admit to her bosom, men whose children cannot take their places side by side, in the school-room, with our own children.

What else is done by the Constitution? After establishing the great principle of universal education as broadly as ever was laid down in a political Constitution, vast resources are by this Constitution itself, set apart and forever consecrated to this great purpose. This, too, was done under the pressure of a heavy debt, and at a period, when increased taxation, to meet the interest accruing on this debt, was staring the people in the face. This speaks nobly for Indiana. The people have written broadly and boldly upon their Constitution, *every child in Indiana has a political right to education*; and the better to secure this right, so that it shall never be denied or withheld, a vast fund, amounting to near five millions,

together with the full power of taxation, is entrusted to the Legislature.

By the Constitution there is still another provision. Education having been made a State interest, it is provided that there shall be elected an officer to superintend this great concern, and to give it unity and coherence.

The Constitution of no State, upon this important subject, has gone beyond that of Indiana. It, in fact, contains every necessary provision in regard to education; and this I know to be the opinion of the most eminent educators in the United States.

But it must be remembered, that all that has been done, may prove the merest nullity, so far as the appropriate results are concerned; it may remain in the Constitution, as just so much good reading, unless followed by suitable action, both on the part of the Legislature and the people. The mere voting of money, much as money may be required in this, as in every great enterprise, will not do the work; nor will legislation of any kind, however excellent, and even necessary, as the ground-work of action. There must be awakened new spirit among the people and among teachers. It must be made one of the great themes of popular discussion. How shall we improve our common schools, must be made a topic of at least as earnest and general discussion, as how we shall improve the breed of our hogs and cattle and horses, or how make the largest crops.

None of the improvements which are now in progress in Indiana will, of themselves, make us a great and happy people; nor will mere increase in our population, however rapid, and to whatever numbers we may attain. Look at China and Hindoostan, with their teeming millions. What are they, and what have they done in the long tract of ages? There was Athens with a small territory, scarcely larger than one of our counties, and with but a few thousand free inhabitants, which has made an impression upon civilization, ancient and modern, which will last during all time. No state of our great confederacy is more favorably situated than is Indiana. Her climate, her soil, her position, point her out for a grand destiny; as citizens, we feel proud of her past progress. But there is resting upon our fair young State, which has so many elements of greatness and prosperity; there is resting upon her a blot; a stain of dishonor which we, her citizens, must remove. The seventh United States census, which has just been taken, shows in Indi-

ana a vast increase of population, of wealth, and of productions. It shows a most favorable development of resources of all kinds; but it holds forth to us the fact, I blush to say it, as you to hear it, that in Indiana there are more than seventy-five thousand adult persons who cannot read and write their own names. Yes, our own Indiana, of all the American states where slavery does not exist, has the largest population, in proportion to her whole numbers, who do not possess these simple elements of knowledge. We are written down in this great national document, which goes forth to the whole civilized world as standing among the free states of this great confederation, the lowest in the scale of popular education, and among the lowest of all the states. I know not how others feel, but for myself, I feel this to be a reproach, and such a reproach as I cannot consent to bear. We must not flatter or deceive ourselves in a concern so momentous—we must look at facts as they are, and prepare for action with a full knowledge of the magnitude of the work to be done. But education for the people we must have; it is their own demand. Our common schools must be made the pride and ornament of the State, and, as required by the Constitution, open to all, without money and without price; so that the same may be said of Indiana, which Horace Mann says of Massachusetts, a child would be as much astonished at being asked to pay any sum, however small, for attending our common schools, as he would if payment were demanded of him for walking in the public streets, for breathing the common air, or enjoying the light of the unappropriable sun.

In the great work before us, what are the appropriate steps for us as a people? How are our schools to be elevated and made what they should be? What is to be the organization of our schools in town and in country? Where are teachers to be had, and how qualified? By what means can the people be most effectually aroused on the subject of schools?

I am no schemist. I have no plans to propose which are not sanctioned by the best and most enlightened experience, or which, in communities similar to our own, have not worked out the noblest results. Nor do I expect that everything can be instantly done; but this I believe, that with the feeling now existing among the people, within the next ten years, perhaps within the next five years, the State of Indiana may be placed in the very front rank of

American States in regard to education; that the common schools, instead of being, as in too many instances now, the merest make-shifts, and little better than none, shall be our very best schools. This is the mark to which the true friends of education must work. The people, by the expressions they have made, demand nothing less than the best education for their children, for the poor not less than the rich and the favored of fortune. This, I pray may be the exhibit of the next census in regard to Indiana—Indiana, the first of American States, not in the corn produced—not in the pork packed—not in the number of plank or railroads in proportion to area—but Indiana, first of all the States, in the number of its population attending school, in proportion to total population.

When, some four months since, attending the great National Convention on education at Cleveland, I heard it announced, that in Michigan, every child had the right of attending all the schools of the State without cost of tuition; and not this only, but of graduating in the University, and also, in the law and medical schools of the University, without charge for instruction; and that though for the State Library at the capital, there was appropriated not a single dollar, there was public provision for school libraries in every township of the State, the books to be interchanged among the school districts of the township, I felt a sentiment of pride that there was such a State, and of admiration that one of our youngest States should, in its educational provisions, go beyond the oldest and wealthiest States; and that this State, too, was a near neighbor of our own, whose example might encourage and influence us in this great cause.

But, before proceeding to the discussion of the topics which I have enumerated, or others connected with the improvement of popular education, I hope I may be pardoned in making a remark pertaining to myself; and this I desire to do, that I may, without personal imputation, speak on a point of great importance, as connected with our school system.

It is well known that my own name has, in some parts of the State, been mentioned in connection with the new constitutional office of State Superintendent of Public Instruction. I am profoundly grateful to editors of papers, many of them personally strangers to myself, and to editors of both political parties, for the

terms, in which they have been pleased to speak of me in this connection. But I take this occasion to say that I am not a candidate for this high office. I do not expect, under any contingency, to be a candidate for it. Such are my duties, obligations and circumstances, as connected with my own family, (for I have given those pledges to fortune of which Lord Bacon speaks,) and otherwise, as to preclude me from all thought of the position, high and honorable as I deem it to be: and were it even the free will tender of both great political parties, and of my fellow citizens in all sections of the State. Nevertheless, it is my intention, by the pen, by lectures, by aiding in the holding of Teachers' Institutes, and in every other practicable way, to the utmost of my ability, to give my co-operation, as an unofficial citizen, in carrying forward in our State, the great work of universal education.

With the declaration which I have made, as to my intentions concerning this office, I trust I may speak freely my sentiments in regard to it—an office, in my judgment, in honor and usefulness, ranking with the very highest, whether State or National.

The question of who shall be the first State Superintendent of Public Instruction, concerns the character of the State, and its true and permanent prosperity more, far, than who shall be the first Governor under the new Constitution, or who shall be the Supreme Judges, or who shall be our next U. S. Senator. If a man is to be selected chiefly because he belongs to this or to that sect, and I may say, to this or that political party, I shall forever regret any humble part which I may have had, in giving the office a permanent constitutional existence.

We want a man for this office glowing with enthusiasm on the great subject of popular education; one capable of awakening in the breasts of others the same feelings which are fervid in his own; a man wise in counsel and efficient in action, of an industry which shall never tire, of amenity of manners and address, and a practical good sense which shall win the confidence of the people; a man who holds the pen of a ready writer, whose circulars and addresses to school officers and teachers, and whose educational tracts for the people, shall, as was said of those of Guizot, late Minister of Public Instruction in France, carry with them to every part of the State, the power of a constant personal presence and influence; a man who shall know all that elsewhere has been done, or is doing, on the

subject of education, but who shall possess that sound discriminating judgment which will point out what is best adapted to Indiana. Such a man we want for our Superintendent, and one, too, of a character too lofty for mere party or sectarian influences.

Where, where shall we find such a man? We may find twenty men who would make good Governors, or Supreme Judges, or Senators, where we could not find one suited to this office. Much, very much will, in my opinion, depend upon the first Superintendent—much of all our success in the great undertaking of universal education; besides he should be an example and a model to all who shall succeed him.

I here declare that, did I deem myself in any adequate degree, possessing the qualifications for this office, and were I ambitious of a name; did I wish to secure a standing and reputation in Indiana and out of it; a reputation which should cross the Atlantic, a reputation which should go down to posterity; above all, did I wish to be a public benefactor, and to have the blessings of the people of Indiana, old and young, male and female, resting upon my head, give me the office of Superintendent of Public Instruction rather, far rather than offices which will be much more coveted.

Here allow me to say, to this officer let us give a compensation which will show in what estimation, as a people, we hold the office, and what we expect of the man holding it. Surely, he who holds this great trust, and superintends an interest dearer to us than all other earthly interests, and performs labors the most arduous that can task the powers of man, ought to be paid not less than we pay for superintending a canal.

In the choice of this officer, then, we are called, as a people, to the exercise of one of the first, and most important duties, in regard to a system of general education. It is a duty, too, which will have a bearing upon all else that is done in this great concern.

But more in detail; I wish briefly, and brief I must be, to present some of the other steps which, wherever elsewhere adopted, have resulted in producing vast improvements in general education; which, in fact, from their nature, will commend themselves to every man's judgment, as of necessity producing such result.

One of the first things to be done; perhaps the very first, is to act upon teachers, to stimulate them to higher efforts, to better preparation for their profession, to more concert of action, to a

more earnest devotion to their calling; and while this is done, by the same agency, to arouse the public, and show them their true interests, and the part they are to bear in carrying out a scheme of common schools.

How is this to be done? Recently I received a communication from one of the most eminent writers and actors in this great work, the superintendent of education in one of our states, in which he says, that within some eight weeks, he had met no less than seven hundred practical teachers, and addressed them on matters pertaining to their profession; and from another, that during the year now ending, he had met over three thousand teachers. They met them in what are called Teachers' Institutes.

We all know the influence of agricultural fairs in stimulating agricultural improvements of all kinds, and in giving respectability and consideration to the business of farming. They are, in fact, the first step in agricultural improvement. In this State, as in many other states, so important are they deemed, that legal provision has been made for their encouragement, and money has been, upon certain conditions, appropriated for holding them.

Mechanics and artists, too, have their exhibitions, in order to stimulate their own exertions, promote skill in their respective arts, and awaken public attention.

The teachers' institute is a meeting of teachers; it is especially designed for their instruction and improvement, for the discussion of the science of teaching, and exhibiting practical methods of teaching different subjects, for presenting plans of school-houses and school furniture; in fine, it is a short normal school, and designed by a brief course, to furnish instruction in all that relates to teaching, and above all, to elevate the views of the young teacher, to show him the true dignity of his profession, and put him on a course of self-improvement and self-preparation.

Nor this only, it is an instrument of imparting a new impulse in the cause of education wherever held. Where suitable men can be had to conduct these institutes, they do immense good, both to teachers and the population at large. So interesting have they been rendered, in many parts of the country, as to call out large audiences from day to day, and evening to evening, for a period of from two to four weeks. Among towns and villages, in those parts of the country, where they are best known, it is made a subject of

generous rivalry, which shall offer the most inducements for holding them.

But for the calamity which befel our University in the death of the late President, which devolved new labors and responsibilities upon me, as upon other members of our Faculty, it was my design, with the co-operation of the citizens of this city, to make an effort to secure, during this week, the presence of some of the most distinguished educators of the country, in order to make an exhibition here, at the capital of our State, of the practical workings of the Teachers' Institute. I had, indeed, already partially engaged the attendance of Mr. Barnard of Connecticut, so well known for his efforts in the cause of general education; of Mr. Galloway, late Secretary of State of Ohio; and other distinguished gentlemen. But after the event referred to, no time or thought was left me for duties elsewhere than in the University.

I am rejoiced to observe that teachers' institutes are beginning to be held in the northern portion of Indiana. It is one of the first great steps in educational advancement, and could we have them, conducted as they ought to be, in every county of the State, the fruit would soon be exhibited in the improved character of teachers, and in an awakened attention on the part of the people, in all that pertains to this great interest of education.

Here, too, the Superintendent of Public Instruction would, with the living voice, when practicable, and when not, by printed circulars and addresses, best reach the teachers of the State, and secure their co-operation in carrying out a system of public instruction. Here, too, the merits of school books would be discussed and practically tested, and uniformity secured at least in the same county. Henceforth, by the new Constitution, we are to have uniform laws throughout all Indiana. I have sometimes half regretted that I did not urge my friend NEWMAN of Wayne, who, in the Constitutional Convention, had this matter in special charge, and who did me the honor to consult me in regard to it, to add a clause requiring uniformity of school books, also; so that not only our people should have the same laws, but that our children should be taught in the same books, to adopt the words which PETTIT of Tippecanoe used, the last winter, to thunder forth in this hall, "from the Ohio river to the great Lakes of the north, and from the line of the State of Ohio to that of Illinois."

Why not here in Indiana, as in Michigan, Connecticut, Ohio, New Jersey, and even in Iowa, and other States, make legal provision for holding institutes in each county? We have such provision for agricultural fairs. Agriculture is a great interest, but I deny that it is a greater one than education. It is education—education extending to our whole people—it is education embracing the culture of all the human powers, which fixes our position as a people in the scale of civilization.

Is the question asked, where are we to obtain our teachers of common schools? Gov. Slade, I suppose, will send us well qualified Yankee girls! Well, we are glad to receive them—some of our young men, but especially our bachelors and widowers. We are glad to receive them upon any terms, whether as teachers, or as wives; or first as teachers, and then as wives. The more that can be sent, or come of their own accord, the better. We have a broad land. It is our State policy to invite and encourage immigration to our borders. With this view, we allow men coming among us, that most sacred privilege of citizenship, the right of voting, after a residence among us of but six months. True, we exclude colored population; but to the fair, and especially, if very fair, coming in whatever capacity, and from whatever quarter, we proffer rights and privileges dearer far than the right of voting, and that too, it may be, in a much shorter time than even six months.

But to be serious, the idea of supplying the want of teachers in Indiana in this manner, or by any system of importation is preposterously absurd. We can neither in this way, obtain a sufficient number, nor those best adapted to being useful among our people. We must in the main raise up and qualify our own teachers from our midst. The system of temporary institutes in the different counties will have a most excellent effect in increasing the number of teachers. It will call the attention of the young to the business of teaching. They will see that teaching is an art—a profession—requiring study, training, preparation; and precisely as regularly trained teachers increase in number, will the business of teaching become more honorable, and better compensation be awarded to those who devote themselves to it. So long as the business is in the hands of the least enterprising men in the community, and I might almost say, the least intelligent, neither its honors nor rewards will be very

great. But I shall have occasion in another connection to revert to this subject.

I proceed to another topic, which has much to do with the improvement and elevation of our whole educational plan. The general common school system, must be adapted to meet the wants and demands of our cities, more populous towns and villages. It must be so constructed as to be regarded, and as really to be, superior to any scheme of private, select, or denominational schools which can be devised. This has been accomplished in some of our newer as well as in several of our older States. The same general plan is equally adapted to the largest city, and to a city of 10,000 inhabitants, and even much less. The common school system of the city of New York, embraces the Free Academy, having a Faculty of as distinguished learning as that of any college in the United States. This Academy, remember, is a part of the common school system, nothing more. It is the *chef d'oeuvre*; it is the cap stone of the system. Every child who has first passed through the primary schools and the intermediate schools, may, at the proper age, passing the required examinations, complete his education in the Free Academy. Thus the common school is made to embrace as complete and extended a course of education, as can be had on this continent. The Philadelphia system terminates in the Philadelphia High School, of which, it is enough to say, Alexander Bache was the Principal until his appointment to take charge of the coast survey. The Cincinnati system terminates in the Central School. The same system, in effect, has been adopted in towns and cities of from three to ten thousand inhabitants.

What we need then, for our villages and towns, is the **UNION SCHOOL SYSTEM**—(and I was most happy to see this system favorably alluded to in the late most excellent message of our Governor)—that is, a system of united schools, under the same general supervision, admitting the gradation and classification of pupils in different schools or school-rooms, and that division of labor among teachers which, alone, secures any thing approximating perfection. Where the plan is adopted, the several schools are united, and brought under the same supervision, in a house constructed with suitable accommodations, and adapted to the purpose intended. There is no such absurdity of arrangement as bringing into the same school and under the same teachers, pupils of all ages and attainments, and of

both sexes. There is the primary grade for little children and those commencing, under a suitable female teacher; there is also the intermediate grade, properly classified, with their teachers; and where required, there is the high school for the most advanced.

Under such a system Indianapolis, for example, might require (say) four school houses—one for each quarter of the city—each constructed upon such a plan and in such a style of architecture, and with such conveniences of school furniture, of ventilation and warming, as would not only show the estimate which the people put upon the school house, but serve as *model* plans to all the towns of the State. The school house, where the children of a people are trained six days out of the seven, surely, in its comforts, its site, its appearance, in all its associations, should be made pleasant and attractive; not less so than the churches themselves. I wish it could be said of our State capital, it is the city of beautiful school houses, not less than of beautiful churches. In each of these districts, which I have supposed as embracing four divisions of the city, let there be employed one male teacher and half a dozen female teachers. Let the classification be such that the children shall be divided into sections, or schools, according to attainments; and let them be promoted, upon careful examination, from one grade to another, according to progress. Let not the strange and incongruous spectacle be presented of pupils, in the same room and under the same teacher, some twenty years old, and some four years old; some learning the A B C, and some studying algebra.

Then, in addition to these four general schools, or system of schools, let there be a central high school, having a male and female department, where, as the reward of attainment, and upon rigorous examination, shall be admitted scholars from the other schools, to pursue such extended course of study as may be required. Call this central school, if you please, Central College, Capital University, or by some other high-sounding name; but let it be just an extension of the common school system, and part of it, and free to all upon the same requisitions of scholarship.

I may have sketched a plan too extensive for the present wants of the State capital. But it presents something of the idea of the Union or *gradation* schools for cities and towns. The same scheme, in effect, is suited to towns and villages from five hundred inhabitants to two thousand; only in such cases, but a single school

house would be required, the pupils in that to be classified in the same manner, under the required number of teachers, the greater part of these always to be females. This scheme is also adapted to the more populous country districts. Thus, in the center of each of four districts, let there be a primary school under a female teacher, and at the point where the four corners of these four districts meet, let there be a school of higher grade, belonging in common to the four districts for the older and more advanced pupils, to be taught by a male teacher.

The plan here indicated is not only best in itself, securing the largest advantages of instruction; but it is likewise greatly the cheapest plan that can be devised. It actually makes ampler provision for educating all the children and youth of a place than is now made at a higher cost for educating only a part. This has been again and again demonstrated by experiment. It is the experience of all towns, where the scheme of gradation schools united under a proper system, has been tried. The aggregate of what is now paid for tuition in almost any of our towns, is more in amount than would be sufficient to support a system of public instruction, carrying its advantages to all, but making these advantages greatly superior in degree. The only abatement would be, a present outlay in the building of suitable school houses; but when once constructed, upon the most approved plan, there is ever after greater economy in the fuel consumed, and in accomplishing all the purposes of a school house. The saving effected by this system is through the division of labor, which accomplishes such wonderful results in all human pursuits, and by employing a larger amount of female labor in the work of teaching.

Here, again, I meet the question, where are we to find teachers for our schools in Indiana? Here is the great difficulty. From our male population, we cannot have suitable teachers for our primary schools. There are so many other fields of enterprise in a rapidly growing community, that few young men are willing to embark in the humble, toilsome, and thankless vocation of teaching, and especially to embark in it as a profession, as a life business.

What is the remedy? I answer, females must be employed as the teachers of all our primary schools, and as the teachers of their own sex in all schools. Is the question here asked, will not this deteriorate our schools? I answer, no. It will raise them. This is

uniform experience. It is, too, but the simplest justice to restore to the female sex that business for which God Almighty has peculiarly fitted them. They were designed by the great Creator himself to be the early instructors of the whole human race. What man ever knew how to teach children as woman? Let any who doubts on this subject read the reports of State Superintendents of Education, of school visitors, of all, indeed, having the oversight of public education. The Visitors of the Cincinnati schools, in their report of last year to the Council of that city, declare that their experience is conclusive as to the propriety and importance of employing a very large proportion of female teachers in all their schools; that in the power of controlling and softening the feelings of their pupils, in the forming of a correct and delicate taste, and in the still higher power of giving tone to the moral sentiments, the female teacher is indispensable; and that to their corps of female teachers, they attribute a large share of the prosperity and high standing of the Cincinnati schools. In all the States, and everywhere, precisely as the systems of general education have been improved, has a larger proportion of female teachers been introduced into all the schools.

Shortly before leaving home, I received from Mr. Lorin Andrews, the Agent of the Ohio Teachers' Association, and whose business it is to visit every part of that State, to aid in conducting Institutes, in answer to queries which I had addressed him, a letter which shows the practical results of Union graded schools, in so striking a manner, that I beg to read some extracts from it, which I am certain will not fail to interest every one feeling any solicitude for the improvement of our schools.

"You inquire, 'How are they (union schools) constituted?' Our *graded free schools* are designated *union schools*, because in most instances they are constituted by the consolidation of two or more districts into one. Before union schools were established in Ohio, the most of our larger towns and cities were divided into several school districts, each district being entirely separate and distinct from the others. Our union school law provides that upon ten days' notice, signed by six or more resident freeholders, and posted up in at least three public places, which said notice shall specify a suitable time and place for the election, the citizens resident in the town or territory specified in said notice, shall meet at the specified time and place, and vote for or against the adoption of the union school law. If a majority of the electors shall vote for the adoption of said law, then, upon due notice being given, the electors shall again assemble in the same place within twenty days, and by ballot elect six persons to constitute a "Board of Education" for said town, two of whom are to serve for one year, two for two years, and two for three years; and annually thereafter two directors shall be chosen to serve for three years. The board of education is required to make all needful rules and regulations for the several schools which they may establish; to divide the schools into various grades or departments; to employ suitable teachers, and to levy a tax (not exceeding four mills on the dollar) upon the taxable property of the district, suf-

ficient to defray the expenses of an adequate number of schools, which schools are to be free to all the children of the district not less than *thirty-six* nor more than *forty-four* weeks each year.

These schools are generally divided into four departments, usually denominated high school, grammar school, secondary, and primary. No pupil is permitted to enter any department above the primary, or to pass from a lower to a higher department, unless, upon strict examination, such pupil is found well qualified to enter such department.

When the number of pupils in a district does not exceed five hundred, in most instances one school building only is erected, being made sufficiently large to accommodate all the departments. In more populous districts the primary and secondary schools are usually placed in several different localities, suited to the convenience of the smaller children; but the grammar school and the high school are accommodated in one large building in a central locality. In the largest cities, the high school alone is made central; and the other three departments are located in the various wards.

In each school there is a superintendent, who, in the capacity of an executive officer, puts into operation the rules and regulations of the board of education; and upon him also devolve the responsibility and supervision of the methods of teaching and the discipline enforced in the various departments of the school. The superintendent should be not only a man of great tact, of decided ability, of fine attainments, and of exalted character; but he should also be fully imbued with an enthusiastic love of the profession of teaching; for upon him, in a great measure, depend the efficiency and prosperity of the school.

"What are their advantages?" One advantage of the union school is the superior *classification* of its pupils. The great obstacle in the way of the efficiency of many of our schools, is that frequently the same teacher is obliged to instruct pupils of all the various grades of advancement from the abecedarian to the student pursuing the highest branches which are taught in our best academies. In the first place but few teachers are properly qualified to impart instruction by the best methods, in so many and various branches: again, but few teachers can successfully *govern, in the same room*, pupils of so many and various degrees of age and qualification; and in the third place, however well qualified the teacher may be to instruct and to govern, he will be obliged either to have too many classes in his school, or what is worse, to put pupils of different degrees of qualification into the same class; or, what is more common, the school will suffer under both these evils combined. But these so common and mischievous evils are not incident to the graded union school, for in each department, only pupils of the same grade of qualification are placed.

Again, a high degree of *thoroughness* and *system* characterizes the instruction in the graded school. Teachers are employed with reference to their tact and qualifications for teaching in a particular department, and hence the best of teaching talent is secured for each grade of pupils. In the primary department especially ought the greatest care to be exercised in the selection of teachers. None but *christian* women, blessed with clear heads, large hearts, bright eyes, musical tongues, and loving and loveable dispositions, should ever aspire to the responsible office of teacher and guide of those little ones, of whom it has been said, "Of such is the kingdom of heaven." Again, an entire want of system in the order and length of time, in which the various branches of science are studied, is a mischievous evil prevalent in our unclassified schools. From a want of system and thoroughness in their elementary education, how many young men, who are students in our Academies, Colleges, and Universities, are lamentably deficient in English orthography? How many pupils in our unclassified schools, "drag their slow length along," year after year, passing over the same dry portion of geography, and never getting far enough beyond the map of North America, to turn their weary, longing eyes across the broad Atlantic, to take even a hasty glance at "the rest of mankind?" But in the graded union school, there is a certain and carefully prescribed course of study, for each department; and there can be no admission into a higher department, without the ability to undergo a thorough and rigid examination in the studies prescribed for the lower.

In the union school, the advantage of an efficient *supervision* is enjoyed. The superintendents of union schools in Ohio generally receive such generous salaries that they are able to purchase an extensive teachers' library, and by the perusal of the many standard works on teaching, they are well posted up in the theory of their profession. They are also able to spend time and money in attendance upon Teachers' Institutes, county Teachers' Associations, and the annual and semi-annual meetings of the Ohio State Teachers' Association; and by such instrumentalities they are kept constantly *wide awake*, and life is breathed into the dry bones of the profession. Again, during vacation they usually travel; and thus by healthful exercise, their physical powers are invigorated, and by extensive observations of men and things, much useful material is stored in the mind for future use, in adding interest to the exercises of the recitation room. During such journeys, the best

schools in the land are visited, and more definite and practical knowledge of the best methods of classifying, teaching and governing a school is thus acquired. These superintendents meet their assistant teachers in the various departments as often as once a week, and in such meetings impart to the other teachers the results of their own observations and experience, and thus imbue all with the true spirit of the teacher. Thus through the instrumentality of the superintendent, are order, system, life and progress introduced and enforced in every department of the school.

The union school is more *economical* than the other system. This is not mere theory, for experiment has established it beyond doubt. Springfield and Toledo in Ohio are towns of about the same size, each containing about five thousand inhabitants. One of these towns keeps up public schools only while the "public money" lasts, and then depends upon private schools for the remainder, or large portion of the year. The other town has a free, graded, union school, with nine teachers, including the superintendent, whose salary is eight hundred dollars per annum. Below is given the actual expenses in each town.

IN UNION SCHOOL.		IN UNCLASSIFIED SCHOOLS.	
Salaries of Teachers.....	\$2,600 00	Public money yearly expended.....	\$1,092
Interest on cost of school houses,....	693 00	Am't paid for tuition in private schools,	3,658
<hr/>		<hr/>	
Total cost,.....	\$3,293 00	Total expense,	\$4,750

The union school opens its door to every son and daughter in the town, and affords a good thorough English education (a preparatory classical training too) *free to rich and poor alike*. The town with unclassified schools, is giving a common English education to not more than two-fifths of its children, and yet its system, deficient as it is, costs \$1,457 per year more than the town with the free union school.

Again, Portsmouth, with 2879 inhabitants, keeps up a free, graded union school at an annual expense of \$3,014; Mansfield, with 3510 inhabitants is divided into five distinct school districts, and during the past year \$4,700 dollars was expended for tuition in all the districts. Massillon, with 3300 inhabitants, educates its children at an annual expense of \$3,000 in a union school; Wooster, with 2788 inhabitants and with four district schools, expends \$3,900 per year; and Canton, with 3000 inhabitants, expends upon its union school \$2,250 yearly.

Union schools also aid a town by bringing in a class of the best of citizens, who come to educate their children, and who invest their capital in the place, and thus increase the value of property. It is a publicly expressed opinion of wealthy men who have no children to educate, that the money they annually pay out in the form of taxes for the support of union schools, is a better investment than money at twenty per cent interest.

Above all and beyond all, the free union school in principle is *RIGHT*. Like the dew of heaven, it distills alike its blessings upon the poor and the rich. It practically carries out those glorious principles of *liberty* and *equality* of which we so much boast. Every child in this broad land has a God-given right to claim from the powers that be, *moral* and *intellectual* as well as physical development. We imprison in the deepest, darkest dungeon the wretch who has brutally crippled his child or ward; but we inconsistently permit thousands of our *respectable* citizens to cripple and starve, with impunity, the deathless energies of the minds of their children, and wantonly to deface the image of God from their souls. The *free* school and the *free school alone* affords to *every* child the privileges of intellectual and moral culture, and hence in principle and in practice too, it is *RIGHT*."

The Teachers' Institute and Union school furnish just the normal school system at present most needed in Indiana—most effective, and most immediately effective in training and bringing forward teachers—and capable of extending their benefits most generally throughout the State. By one of these instrumentalities, the teacher is trained in the best kind of a model school, in the branches of knowledge, which he will be required to teach; by the other, he is instructed in the art of teaching.

The normal schools of Massachusetts and New York are schools for educating, by a three years' course of study, pupils in the branches which are usually taught in the best Academies of the country. Thus far they are just good high schools, differing in no respect from other schools in which the elements of mathematics, moral science and English literature are taught. But, in addition, in the third year, special instruction is given in didactics, or the art of teaching.

Teaching, both as a theory and an art, ought in every educational institution, to be made a prominent subject of study, and it will be so whenever the public is, by any agency, suitably aroused in regard to the best methods of giving instruction in our schools. But, aside from this, inasmuch as every one is required, in some sense, to be a teacher, the art of teaching, as such, is a proper part of education, in all institutions of learning.

In one of our Indiana Colleges, a normal school is already established. In the State University, incipient measures have been taken for such a department, to be open a portion of the year to teachers of the State, just as the law department now is—leaving the young teacher, during the remainder of the year, to resume his school, or, at his option, to prosecute scientific and literary studies in the University. It is designed also, so soon as circumstances will permit, to have in connection with it a model school, as a school of practice.

The establishment of even one or two normal schools, as separate institutions, by the State, is, and has wherever undertaken proved to be, a large expense, for the good accomplished. And why are they needed, as separate institutions, when nineteen twentieths of all that is taught in them is precisely that of other schools? Why not add to other schools the twentieth part required to make them normal, and especially when this part is at any rate needed both for the professional teacher and the well-educated man or woman. Were every learner taught, from the beginning, precisely as though he were to be himself a teacher, it would be a vast improvement upon present methods of teaching. Every school ought, in a certain sense, to be a normal school—a school for training teachers. Our colleges ought to make the theory of teaching, a subject of examination and a requisite for graduation. For my own part, I am fully prepared to say, so far as I have influence, that no student in

the State University shall be made a Bachelor of Arts, until he knows something of that noblest, but least studied of all arts, the art of education.

We must have schools which are *normal*, in every part of the State. All our institutions of education, from highest to lowest, must be rendered essentially such. We can never draw our young men and women (and it must be borne in mind that a large portion of our teachers will be, and ought to be women,) to one or two, or even to a half dozen points in the State, for the purpose of learning the school-keeping art. This kind of training must be universally diffused, and the union school and Teachers' Institute will be most efficient in this agency.

I have one more topic to which I wish to advert. Provision ought to be made for district school libraries in every school district of the State. Without it, no scheme of general education is complete. Especially would our most remote and secluded neighborhoods, where there is now to be found scarcely a book adapted to the reading of children, and where there are few subjects of excitement, be benefitted by such provision. New York was the first State, upon the earnest recommendation of its then Governor, (Gov. Marcy,) to make provision for school libraries, appropriating from the surplus revenue \$55,000 per annum for three years to this object. When these libraries were carried into the different neighborhoods, so popular did the scheme become that the people everywhere demanded the continuation of the appropriation, and the appropriation was, by law, made permanent before the expiration of the three years.

Horace Mann says, that after he became the secretary of education of Massachusetts, it was with him a favorite scheme, to plant the school library in every neighborhood, so that there should not be a spot in the State where a child should be at a greater distance, than a half hour's walk from a library of books suited to his reading. After the provision was made, he says, no legislative measure has hitherto been adopted for the improvement of our schools, which has obtained such universal approval, or been responded to with such heart-felt expressions of gratitude, as that for the establishment of a school library in every district in the State. He says again, since the adoption of this measure, I have read three sets of the annual reports of the school committees,

amounting to 900 in number, and from one only has there been a dissenting voice; a degree of unanimity probably unparalleled in regard to any measure of any kind ever adopted in the State, which involved the necessity of self-taxation. In Michigan, where of western States, the measure has been most fully tested by experience, it has met with the same popular favor.

Let no one say the books would not be read. Books adapted to the young, never fail to be read with the most eager and absorbing interest. Can any man estimate the influence of a well adapted library upon a remote and quiet neighborhood? The history of one such neighborhood, I intimately know. It lies some twelve miles from the county seat, in the midst of hills, with no important thoroughfare passing through it, and with as few causes of mental excitement as any neighborhood which can be found in our country. Its inhabitants are in moderate circumstances, and do not at this day, exceed one thousand in number. As early as 1798, at its first settlement, there was placed in it through the influence of Dr. Thaddeus M. Harris, a distinguished clergyman of Boston, a small, but excellent library, as well adapted to young readers, as could in that day have been selected. Through it, a taste for reading became universal among the youth of both sexes.

Now mark the result, in the half century which has passed since this library was established. More men of high standing have come from that single neighborhood, than from the whole county besides, and I think, I may say, from the three surrounding counties. Lawyers, physicians, merchants, teachers of high rank, and clergymen, in remarkable numbers in proportion to the population, have come from that neighborhood. Of these last, one of the most eminent here in Indiana, and well known to this audience, I might name.

I once made enquiry of Thomas Ewing, late Secretary of the Interior, who was from this same neighborhood, as to the cause of this phenomenon, as well as concerning his own early impulses; the library, he replied, the library has done it all. He proceeded to relate an anecdote of himself, which, as it illustrates the means which the children of the poorest families will employ, to secure the opportunity of reading, I will repeat. I had gathered up, said he, a quantity of hickory bark for my evening's light, and with book in hand, taken my seat in the chimney corner. A gentleman staying that night at my father's, asked to see my book, and in handing it

to him, it fell upon the hearth and was soiled with grease and ashes. The fine was a *fip* for every soiled spot, and never since have I been in such distress to know how I should meet a demand, which however, the Directors of the library at their next meeting, generously remitted without depriving me of the use of the library.

Were school libraries scattered over the State, they would be used in many a family by the light of hickory bark, and would be the means of bringing forth from poverty and obscurity, many who would otherwise never know their own powers.

Some three years since I was appointed by the State society for promoting popular education, then meeting in this city, to prepare a report on the subject of school libraries. While engaged in this labor, I wrote the Harpers of New York, who are the publishers of the New York and Massachusetts school libraries, making the inquiry whether, if a board in Indiana would select from these books or any others of which they had stereotype plates, some forty or fifty volumes, they would put them up in uniform binding, and letter them "Indiana District School Library, series No. 1." In reply, they assured me they would do so; and in encouragement of so noble a design, would put them at the lowest possible cost. A sum of from \$10,000 to \$15,000 would place a series of not less than fifty volumes, in a suitable case, in every school district of Indiana. Who can estimate the effect of such a measure upon the forming mind of the State?

But do any say, you will spend the school money in superintendence, in holding institutes, and in buying libraries, and the children will never receive the benefit? There is that whole powerful firm of Gripes, Hunks & Co., of which Horace Mann speaks, with all their agents, dependents, subordinates and correspondents, who are sure to say this. They are so very economical, they would not even have had a State Superintendent of Education. In truth, they would not have a free school system at all. They educate their own children in their own way, and would have every body else do the same.

But the system we are to have; that is a settled question. It is now a part of the Indiana State policy. The expense of supporting it we are to have, whether it is a good one, meeting the wants of the State, or whether it is a miserable failure, satisfying nobody. In every kind of business the expenditure for the proper superintend-

ence, and for perfecting its operations, is the most economical of all expenditure, and yields the largest profit upon the amount expended.

What, let me ask, would any man say to having a railroad without the necessary engineers, clerks and agents? to having any system without any one in the first place to create and perfect it, or afterwards to keep it in existence?

Do such objectors know the immense losses in time and money, to say nothing of other losses still worse, arising from a low and imperfect organization of schools, and the want of suitable teachers? In all our towns and villages, children go to school six, eight, and ten years—long enough to obtain what is called a liberal education; and who, after all, are not educated in the commonest branches.

The common school—must *common*, in this connection, forever be taken in the sense of *inferior, ordinary*, and such as no one but from necessity would want? De Witt Clinton, years ago, in a message to the New York Legislature, insisted that with properly qualified teachers, and properly graded schools, the very same time which is now spent by the children of our towns and villages, in acquiring the merest elements of knowledge, and after that, in idleness and repetition, thus stupefying the faculties and nurturing the worst habits, was amply sufficient for acquiring the outlines of geography, algebra, mineralogy, agricultural chemistry, mechanical philosophy, surveying, geometry, astronomy, political economy and ethics.

The free common school system, as required by the Indiana Constitution, can be made to meet the highest educational wants of our people. It can be made better—affording stronger incentives to effort among our youth, and ampler means of mental and moral culture—than any system whatever of private or select schools.

Besides, it is the true system—right in itself—and best representing our social and political organization. By it, society is interlinked, cemented, compacted—made one democratic whole—is equalized by elevating the humble without bringing down any. Under it the young grow up, learning that in the struggle of life, as in that of the school, artificial advantages avail nothing. The rich man's son and the poor man's son, sitting on the same seat, reciting in the same class, and together striving for the same meed of honor: the one learns that wealth is not the chief distinction, and the other that the path of

honor is open to him, equally with the proudest in the land, and both grow up in sentiments befitting men.

In brief, then, and summing up the whole matter, we must, first of all, have as our Superintendent of Public Instruction, a man—if not a Horace Mann, yet a man in the full sense of the word—a man with the largest, noblest attributes of humanity; a man who would enter upon his office with the spirit of the School Counsellor Dinter of Prussia. “I promised God,” said he, “I would look on every Prussian peasant child, as one who could complain of me before God, if I did not provide for him the best education in my power.” So let our Superintendent, in his conscience, promise before God, as to every citizen child of Indiana. If partyism or sectarianism, or partyism allying itself to sectarianism, (detestable compound of hypocrisy and villany!) shall impudently dare to thrust forward for this sacred office a man third rate in education, ability and influence, let every good citizen resent, rebuke, frown down such attempt, as he would an insult or an attack upon his dearest personal rights.

2. Any plan to carry out a school system, which does not embrace, as part of that plan, means to arouse the people, while it, at the same time, instructs and animates teachers, will fail in an essential element of success. We need, in addition to the labors of the Superintendent, two or three such men as Barnard, Andrews, or others equally accomplished and earnest in their work, to aid in holding the Educational Fair—the Teachers’ Institute—in every county in Indiana,—to make a grand educational rally throughout the State.

3. Any school system which does not make provision for graduated, or union schools, thus producing the utmost attainable perfection in teaching and furnishing instruction of the highest excellence, can never bring to its support our entire population. It must prove a failure in all our best towns and villages, and hence the whole system, from its inadequacy to give the kind of education required, will fall into disrepute, and be regarded as inferior and fit only for the poor and ignorant.

4. In order to render schools interesting, and make them in every neighborhood, centers of influence, and improvement to both children and parents, the school library should be superadded.

I repeat the idea, the mere appropriation of money, without a

wise and judicious system, will be a waste of public money—will prove a mockery of the educational wants of the State.

Long since, among the queries put by Berkeley, was the following: "Whether, a wise State hath any interest nearer heart than the education of its youth." I would trust that the legislative wisdom of this State now assembled, hath no interest "nearer heart." Could a citizen so humble as myself hope for any influence with this Legislature, which has committed to it weightier interests than any other ever assembled in Indiana, I would say, whatever else you do, or whatever else leave undone, the education of the children of the State,—let this great, paramount object of patriotism and philanthropy, beyond all other subjects, receive that wise and efficient action which will place Indiana in that high position demanded equally by her best interests, and by the unequivocal sentiments of the people.

Could I make my voice heard in every nook and corner of the State, could I make it reach every family; I would say, the school house, after your own firesides and homes—the school-house—that is your great interest. If you are wise, it will, in the words of Berkeley, "be near heart." There are centered interests, the dearest, and most sacred of all human interests. The education of your children—that, next to the salvation of your own souls, is the greatest interest of human life. It is that which, above everything else, is required at every man's hands.

Fellow citizens, God has given us a goodly land. Upon us it depends, whether we shall have a race of men, who shall know how to use, to enjoy, to improve, to develop, to adorn it, and make it the fit abode of the highest civilization; upon us, the present actors on the stage of life, it depends whether Indiana shall continue to occupy her present humiliating position before the world, or stand behind no other State, in training the mind of her people. No other than a position with the very foremost, is consistent with the spirit and enterprize of our people.

Where are our men of ambition and talent; shall politics, the miserable strife of politics, forever engross them? Shall mere physical improvements command all the spirit and enterprize of the State? Here is a new field—yes, a nobler field. Already it is white for the harvest. Who will be the laborers to enter this field and reap a rich harvest of honor and usefulness?

Now, now in this our transition-state, is the time for action; let every man do his duty. In God's great name, let us be true to our State; let us be true and faithful to ourselves, and to our children.



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